

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut



PROGRESS ON TRANSFER AGREEMENTS BETWEEN THE UNIVERSITY OF CONNECTICUT AND THE COMMUNITY COLLEGES OF CONNECTICUT

Public Act 01-165 calls for establishing specific articulation and transfer agreements among Connecticut's public colleges and universities. This act mandates improvements to transfer agreements, fewer barriers to access and greater clarity of educational pathways for students in response to specific workforce needs.

To carry out this mandate, the Board of Governors for Higher Education charged the Department of Higher Education to work with colleges in developing plans to strengthen system-to-system transfer and articulation in the public colleges and universities and in our state's nursing programs, which exist in public and independent colleges and universities. Those plans, first and foremost, seek to make it easier for students to continue their educations and thereby to enhance their own lives and make ever-more important contributions to the strength of our state's economy.

To create these transfer and articulation agreements, the Department has:

- ✓ reconvened the statewide Advisory Council on Transfer and Articulation, bringing to the table representatives from colleges and universities throughout the state.
- ✓ completed a statewide a "transfer and articulation inventory" of what is currently in place with regard to program and system-wide agreements,
- ✓ established four subcommittees with appropriate representatives to:
 1. identify programs (business, allied health) offered at vocational-technical and high schools within respective service regions that can articulate with programs offered by community colleges.
 2. develop a process whereby community college students can transfer seamlessly to one of the Connecticut State University (CSU) institutions in programs including but not limited to, business, nursing, allied health and other professional and pre-professional programs.
 3. develop a process whereby community college students can transfer seamlessly to the University of Connecticut (UConn) in programs including but not limited to, business, nursing, allied health and other professional and pre-professional programs.
 4. develop full pathway programs in nursing between public and independent colleges.

Last fall, the Department reported to the Board on the work by the subcommittee on transfer and articulation for Connecticut's nursing programs. This update addresses progress made on transfer and articulation agreement models and pilot programs between Connecticut's community colleges and UConn. As pilot programs, these agreements serve as models for similar plans for all 12 community colleges and UConn.

GUARANTEED ADMISSION AGREEMENTS

The University of Connecticut and three community colleges (Manchester, Quinebaug Valley, and Three Rivers) have formed a guaranteed admissions partnership. This agreement reflects three goals:

1. To strengthen partnerships among Connecticut higher education institutions.
2. To facilitate accessibility to public higher education.
3. To provide a seamless transition from the associate degree to the baccalaureate degree.

To achieve those goals, these institutions have agreed to the following:

Conditions of Guaranteed Admission

Students with 15 credits or less who enroll at one of the three named community colleges, in a liberal arts transfer program, are eligible to participate. Students must earn a 2.5 minimum GPA and an Associate's degree with in a Liberal Arts or General Studies transfer program.

Those who do so have the following guarantees:

- a. Students are guaranteed admission to UConn's Colleges of Liberal Arts and Sciences (CLAS)
- b. Community college students are treated the same as native students at UConn with respect to CLAS majors
- c. Students must earn an associate's degree within five years of their enrollment in the program. UConn's Eight Year Rule, as applied by CLAS, is also in effect.

Information Exchange

All participating institutions have agreed to share information about student academic performance, so that students are presented with the broadest range of academic choices and opportunities for academic success.

Advising and Communicating with Students

The Guaranteed Admission Program emphasizes collaborative communication with students. It also provides joint advising of students who plan to transfer to a baccalaureate degree program at UConn. These communications include: letters of admission to the Community College and to UConn written and signed by admissions officers at the Community College and UConn; program guides and curriculum advising materials; advising sessions held by UConn for students at each participating community college campus each semester; clear information about specific courses or grades that must be met for those students who wish to major in a department that requires such courses or grades.

Oversight and Assessment

A permanent oversight committee, consisting of representatives from each community college and from UConn, will monitor the program, work to facilitate closer academic collaboration and make necessary modifications to policies, rules and procedures. The committee also will support ongoing evaluation of the program, including assessment of the academic performance of program students and the viability of the program based on that assessment.

Expansion

The program will be expanded as soon as feasible to include the nine other community colleges. The community colleges and UConn may enter into similar agreements with other institutions of higher education. Students not covered by the provisions of the program will be encouraged to pursue transfer to UConn through existing transfer channels.

ALLIED HEALTH

A steering committee of faculty and administrative staff from several community colleges (Capital, Tunxis, Manchester, Gateway and Naugatuck Valley) and UConn's Dean of the School of Allied Health, have worked to streamline the process by which community college students in various allied health programs (PT Assistant, Radiology, Respiratory Therapy, Medical Laboratory Technician and others) may transfer to into UConn's newly created B.S. in Allied Health program.

This baccalaureate option will allow students to complete a degree in areas seen as terminal, and to gain valuable academic credentials needed for higher-level employment. Community college credit – accepted as a complete package, when part of an earned associate degree – will transfer to UConn, where students will complete the bachelor's degree with general education, elective, and upper-division Allied Health courses designed specifically for the new B.S. in Allied Health degree. The pilot for the program is planned to be underway by fall of 2004.

The Advisory Committee Member Institutions and programs include the following: Gateway Community College (Radiography), Naugatuck Valley Community College (Physical Therapy Assistant and Respiratory Therapy), Tunxis Community College (Dental Hygiene), Community College System office, Dean of Allied Health and UConn's articulation representative. The pilot program will work with these four academic programs at these three community colleges. Other programs at the other community colleges will be included over time.

BUSINESS

A pilot articulation agreement exists between the School of Business at UConn's Stamford campus and Norwalk Community College. Based on this agreement, students completing the Associate's degree in Business Administration Transfer at Norwalk Community College may enter the School of Business at the UConn-Stamford to complete a baccalaureate degree in Business and Technology.

Students will be expected to complete a total of 120 credits for the baccalaureate degree with 59 of those credits to be from Norwalk's associate's degree program. UConn has agreed that all approved Norwalk Community College courses are equivalent to the concomitant School of Business courses.

A draft of the new BSBT agreement for UConn's Tri-Campus exists as well. Endorsement and implementation of the agreement is scheduled for the 2003 fall semester, with a public announcement scheduled for October. Those community colleges that have not participated in the discussions (and therefore are not part of this agreement) will be invited to become part of the process this fall. Discussions with the community colleges regarding Storrs-based Business programs will begin in the near future.

FAMILY STUDIES

Discussions are underway to determine how best to refocus efforts at establishing a procedure for articulation similar to the process established by Allied Health, (i.e. “bundling” of courses for use in block transfer to UConn). Updates – as well as new articulation committee meetings in the fall – will be forthcoming.

PSYCHOLOGY

Faculty and staff at Norwalk Community College and UConn-Stamford are working on an agreement to ensure that students in the Liberal Arts Transfer Program will make a smooth transition to the UConn Psychology major. Most barriers have been worked out (based, in part, on the course-to-course articulation accomplished by Psychology faculty two years ago), and a final draft of the agreement (including the identification of appropriate courses for transfer, appointment of faculty at both Norwalk and UConn-Stamford charged with communicating information and meeting with potential transfer students, etc.) should be completed by the end of this summer.

URBAN STUDIES PARTNERSHIP AGREEMENT: CAPITAL COMMUNITY COLLEGE AND THE UNIVERSITY OF CONNECTICUT TRI-CAMPUS

Under the terms of this agreement, students in three targeted programs at Capital Community College – Liberal Arts Transfer Program, Human Services Program, and Ethnic Studies Program – will transfer into the Urban Studies Program at UConn’s Tri-Campus. As part of the agreement, faculty and staff from all programs at both institutions will stay in contact regarding program requirements, will advise students about appropriate courses selection, and work toward inter-institutional teaching opportunities.

This partnership is especially relevant to the development of the Tri-Campus. When the Board of Governors approved UConn’s mission, role and scope in 1999, the Board affirmed the importance of educational focus at the Tri-Campus and required that the Tri-Campus develop undergraduate majors in light of the state’s commitment to “centers of excellence”. In that light, the University affirms that, in most cases, undergraduate majors at Tri-Campus would be developed as part of a group of interrelated majors with a common focus on issues of urban areas and public policy, including a bachelor’s degree in Urban Studies. The Board of Governors also required that Tri-Campus bachelor’s degree programs will have an explicit “2 + 2” articulation agreement with the Community-Technical Colleges. This transfer agreement adheres to the Board’s requirement.

CONCLUSION

The Department of Higher Education is pleased to report on this success to date, and will work to expand the implementation of these pilot programs across the community college system. The Department encourages all four-year colleges and universities to work with our community colleges to ensure educational access and opportunity for all qualified students.